

THE

SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

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New York, June 23, 1883.

THE Scholar's Companion FOR JUNE

Will be accorded a heartier welcome than usual, by its hosts of young readers. The number is filled to overflowing with interesting things, among which may be particularly mentioned, four illustrated articles, about "Apes," "How Mr. Gerry was Surprised," "The Obelisk," and the "Brooklyn Bridge." Besides these there are not less than thirty other pieces, embracing a story with an excellent moral entitled "How Ned Took a Stand," "The Lenox Library," biographical sketches of George Stephenson, Hector Berlioz, and Oliver Wendell Holmes; acceptable suggestions about "Authors Worth Reading," an interesting account of "How Needles Are Made," a new dialogue full of innocent satire called "Real Hard Study," and several pieces suitable for declamation or recitation. "The School-Room," a "Writing Club," and "Letter-Box," the three departments in which so much interest has centered, have each a most attractive contents. This is the last appearance of these departments until September, the usual vacation of two months being taken by their conductors in agreement with the little monthly's true character: a companion of school children. Greater attractions than ever are promised for next term and 50 cents for a year's subscription will prove the best investment a boy or girl could make.

THAT very crude things will be done at the Normal Institutes this summer may be expected; it cannot be helped. There are not so very many in a State that can properly conduct an institute, and these are usually resting themselves. In spite of this crudity, the error and the perversion that will make a part of the institute this summer, great good will come. The teachers assembled will learn to demand something better another year.

WHEN the "object system" (so called) began to make its way and become popular, every teacher wanted to learn it, and soon some one was found "to show" how it was done. It was quickly learned, and in a few years every teacher knew the "object system"! The writer was at an institute in Michigan, and a lady who understood (?) the "object system" was invited to teach it. A class of four little boys was brought in; the teacher held up an apple. "What is this?" An apple. "What is it good for?" To eat. "What is on the outside?" The skin. "What is on the inside?" The seeds. "Into how many parts must I cut it to give each of you a piece in order to reward you for your correct answers?" Four. It was cut; each received a piece and the listeners doubtless believed they had had the "object system" explained! But they had not.

DR. ARMOR, of the Long Island Medical College, lately used the following vigorous and noble language to the graduates.

"We have not taught sectarian medicine. No creeds, no doctrines as such, no pathies, no dogmas. We have attempted to educate doctors of medicine. The day for systems and creeds and pathies has passed by. Allopathy and antipathy and homeopathy are alike one-sided, fragmentary, and unscientific; each containing certain elements of truth, as exclusive systems they are practically absurd—alike dreams of a bygone time. Upon all the systems of the past, by a process of logical induction, rational medicine is rearing to-day a splendid temple. The disciples of liberal, rational medicine are ready to accept any discovery, any well-established fact of observation, that will alleviate human suffering, whether that emanates from Samuel Thompson, Samuel Hahnemann, or Sambo the African. This is the glory of rational, non-sectarian medicine, and this is its hope for the future."

Here is progress; the world does move.

WHEN a movement begins and becomes at all popular there are soon plenty of people who rush to join it. The number of persons who claim to understand the "New Education" is simply wonderful; they are found in the East, West, North and South. In the various programs of institutes and associations one subject is sure to be found—"the Quincy Methods." Very much is to be feared from these new converts; many will undertake to expound what they but very feebly comprehend. The "new methods" already discovered result from the application of the principles of education; there is a wide field; many of the best methods have already been discovered; more are yet to be discovered.

Let every teacher who listens to these expositions expect to find much that is crude and inconsistent; let him remember that it requires time, experiment and study to comprehend the subject; it may be that the one who attempts to explain the "new education" has a dim, if not a wrong comprehension of it. Let him not be faithless. There is a "new education."

THE school year really ends with June; at that time a retrospect may be taken of the work that has been done. What has been done during the past twelve months? The Teachers have stood before the Children and have communicated a world of valuable information, that is clear; but the question means, Do we really comprehend better what is meant by the term education, and how to accomplish it? That there are so many teachers, so many pupils, that so much money is spent, do not assure education—these assure us that a vast machine exists, and nothing more.

If one generation would educate the coming generation, it must select its best men and women for the task. The highest thought and excellence attained must be imparted to the children. It must be undertaken by those who have considered the subject very deeply and earnestly, and who have carefully studied the means and methods.

If the work done since last September has been done under the enlightenment of past discoveries in education and with a conscientious understanding that the Teacher is fitting the Child for a higher grade in the next world, then we may feel conscious of a right and true progress. If only certain lessons have been learned, certain per cents. gained, we are where we were a year ago.

SIGNS OF MOVEMENT.

The "New Methods" were received with derision;—the assertion was common that "more" enthusiasm is all there is in it. But time moves on and the movement is spreading. The appointment of F. W. Parker to the Chicago Normal School, of Edwin Willets to the Michigan Normal School, of J. M. Carroll to the Connecticut Normal School, of Mr. McAllister to the superintendency of the Philadelphia public schools has a meaning. These will be followed by other changes, in fact "there is something in the air"; there has been a growing dissatisfaction and some teachers have candidly admitted that the schools were only partially educating, and have set to work to remedy the defects. The movement has begun, and we assure those who think it is nearly over that it has just begun. There is inquiry for "men who understand the new methods."

THERE are pupils that have any amount of ambition, but they lack the ability to gratify their ambition. Others have great abilities, but they are totally devoid of ambition. The pupils that are both talented and ambitious, are scarce. They are a teacher's joy.

NATIONAL EDUCATIONAL ASSOCIATION. Saratoga, July 5th-11th. RAILROAD ARRANGEMENTS, ETC.

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All the above rates good in going to Saratoga from July 3rd to 10th inclusive, and in returning to July 28.

For the SCHOOL JOURNAL.

TEACHERS' INSTITUTES.

Teachers' institutes in this country are temporary normal schools. They aim to bring to the doors of the people in brief and stated sessions the most and the best possible normal methods of teaching. Normal schools were in successful operation in Europe and in Massachusetts before the first one was organized at Albany, N. Y., in Dec., 1844. But prior to this, teachers' institutes, voluntary associations without State aid, were held in New York. One of these convened at Ithaca, April 1843, and continued two weeks with an attendance of twenty-eight teachers. The academies under the direction of the Regents had also previously given instruction to teachers. In 1870, Superintendent Weaver reports fifty-six teachers' institutes held in the State during the year, with an attendance during two weeks of 3,009 male and 6,486 female teachers. The attendance since 1870 has not much increased, but the conduct and control of the institutes in New York in the last ten years have been much improved.

They are now directly under the Department of Public Instruction, which appoints the times and a permanent corps of conductors. The institute faculty at present consists of Francis P. Lantry, John Kennedy, James Johonnot and John H. French, who are employed and paid by the State. The demands made by other states for Institute conductors made this last step in a degree necessary to the care of its system of institutes. Other states less favored by normal schools will find all the more necessary the employment of a regular faculty for their normal institutes. In this way only can they be sure of prompt and efficient service.

We give elsewhere outlines of two exercises reported at the institute recently held in Westchester County, N. Y.

BY PROF. FRENCH.

SCHOOL ORGANIZATION.—A school properly organized is one of the first essentials. "How shall I organize my school?" is a question for every teacher.

SCHOOL ORGANIZATION.

I. Temporary.

- (1). Objects.
- (a). Immediate employment.
- (b). Profitable employment.
- (c). Temporary program.
- (2). Arrangements to secure.
- (a). Assign work properly.
- (b). Resume work of last term.
- (c). Adopt last teacher's program.

II. Permanent organization.

Teachers will post their permanent programs before the pupils not later than the third week of the first term and not later than the second week of the second term.

1. Objects.—(a) Proper employment.—(b) Proper time and proper length of time for all school work.

"A time for everything and everything in time," is a maxim of just as much value in school as in business.

Observe a strict adherence to program.

2. How secured.—(a) A course of study. The State of Pennsylvania has twenty-six counties having a course of study adopted at the Teachers' Institute, and endorsed by the school directors.

This is being done to some extent in our State. It has been tried and found to be a success in Vermont, Wisconsin and Nebraska.

There is a growing sentiment in public opinion against the close grading in city schools.

We make mistakes in giving our pupils too much to do, and in trying to do too much ourselves.

(b) A complete time-table. This shows every child what he is to do.

Proper lengths of time for class work. "The measure of instruction is not how much the teacher can give, but how much the pupil can receive." "No instruction can be given without having the attention of the child."—PESTALOZZI.

Another principle that the teacher must remember is, that the amount the child can receive, and the amount the teacher can give, is to be the measure of his work.

The experience of the national system in England, the successor of "the seven ragged schools," was "that when you have lost the attention of one-third of your class, stop!"

The following was tabulated:

Classes.	Age.	Daily exercises.
D	5 to 8	1st Reader.
C	8 to 10	2nd or 3rd Reader.
B	10 to 12	3rd or 4th Reader.
A	12 to 15	5th Reader.

Range.	TIME.	Average.
D—4 to 10 minutes.		7 minutes.
C—7 to 10 "		10 "
B—10 to 20 "		15 "
A—15 to 30 "		23 "

Subject:—"WORD ANALYSIS."

By Prof. Kennedy.—An all-important branch of instruction, very poorly taught in many of our schools. A large class of words mean just what they say.

Peninsula—Almost an island.

Penult—Almost the last.

Penumbra—Almost the shadow.

Umbrage—Cloudiness.

Umbrella—The little shadow.

Tropic—Turning.

Teach the root just when the pupil has occasion to use it.

Manufacture—Made by hand.

Children like this branch of instruction.

Other examples were given including the following: tropic, heliotrope, unjustly, railroad, reject, thermometer, telephone, telegraph, dynamite.

I. Word to be analyzed.

- (a) Derivatives.
- (b) Compounds.
- (c) Composites—Radical derivatives, radical compounds.

II. Significant parts.

- (a) Prefixes.
- (b) Suffixes.
- (c) Roots.
- (d) Radicals.

III. Method of study.

- (a) Make a complete list of prefixes, suffixes and radicals.
- (b) Make exhaustive lists of words, employing each prefix, suffix and radical.

Illustrated with the following: a—with, not. Acarpous, polycarp, pericarp, acephalous, apathy, atomics.

These words say just what they mean, and they mean just what they say.

IV. Uses of Analysis.

- (a) To aid study by revealing the signification of terms.
- (b) Shows appropriateness of the word (the why) of a term.
- (c) It aids memory in relating terms.
- (d) It enlarges the vocabulary.
- (e) It tends to broader inquiry.
- (f) Throws an interest over the study.
- (g) Leads into the classics.

For the SCHOOL JOURNAL.

EVOLUTION IN SCHOOL GOVERNMENT.

BY G. B. MORRISON.

If the school should happen to be composed of pupils all representative of a highly evolved social state there government were easy; but this is never the case. The teacher has before him pupils in all stages of social progress, from the barbarian up, each demanding treatment best suited to his particular stage. To withhold a whipping from a child incapable of understanding any other kind of punishment, is as great a wrong to him as the infliction of such punishment would be to one of fine sensibilities and high moral sense.

There are certain classes of children who are whipped too much, and others who are not whipped enough. This comes from the shortcomings of teachers who hold that all pupils must be treated alike to avoid the charge of partiality. Any continued attempt to govern by moral suasion a boy or girl, every fiber of whose physical and intellectual make-up shows an utter absence of any moral sense or social decency, and whose home-training has, perhaps, not been of a nature to improve this condition, is so much time uselessly expended, and is akin to the folly of "casting pearls before swine."

We do not concede to our forefathers a stage of progress higher than our own, when we confess that we can still learn something from them in governing children, and in demanding of them obedience and respect.

If our ancestors were not always judicious in their punishments, they at least used the kind that was best adapted to their stage of progress. "Spare the rod and spoil the child" was sound doctrine at the time it was written, and the conditions of society which made it necessary and universal then, still remain to make it necessary and partial now; for the highest juvenile type then would, I think, bear favorable comparison with that modern type who smokes and calls his father "old man."

It is the business of the teacher to improve, as far as possible, the conditions that still render corporal punishment necessary. Some children who at first need a form of government distinctly monarchical, will by judicious management, develop so rapidly as to admit a substitute more nearly democratic; and happy is the teacher who can see in his school a gradual increase of the number of the self-governing over those who have to be driven.

In our recognition of the fact that *some* corporal punishment is still necessary, we must not forget that the *amount* needed is often greatly overestimated by teachers; and that the number of semi-barbarians, above referred to, is smaller than the amount of corporal punishment in most of our schools would indicate. Evolution of conduct is as applicable to teachers as to pupils, and much of the trouble in our schools is due to improperly developed teachers—teachers who mistake the natural exuberance of youth for real depravity, the fault being in themselves in their not being able to discriminate and rightly interpret child nature.

We as teachers should, as fast as pupils show themselves ready for democracy or self government, allow them to enjoy it. In every well-ordered school, some pupils will be found who can be thoroughly trusted, and they should in consistency and justice be allowed the privileges they thus deserve—privileges which by others would be abused. This principle of granting privileges as fast as children show themselves worthy, and withdrawing them whenever abused, will, if judiciously managed, form one of the strongest incentives to right conduct. This is the natural method—the method typified by the race in passing from absolute monarchy through all the intermediate steps up to pure democracy. Thus may children be taught the principles of civil government in the concrete; and accompanied with a due proportion of the abstract, it will make them useful citizens.

For the SCHOOL JOURNAL.

COMING EVENTS.

It will not be difficult to prophesy some of the changes that are to take place in educational methods. It takes a tremendous effort to remove a custom from the school-room when once it has been imbedded there. The schoolmaster is the worst of conservatives. For young children in school, grammar was considered as milk; true, they did not take kindly to it. Doubts as to the proper place for technical grammar were uttered by a few thinking teachers forty years ago, but the multitude went right on. However, grammar has been pushed out of the elementary school and placed where it rightly belongs—among the secondary studies. The spelling book has been the schoolmaster's sacred book—a knowledge of that has seemed to him the one necessary thing. "I was brought up," said the Rev. Dr. Eaton, "on the Shorter Catechism and Spelling Book; to me they were both sacred. When I could recite the former word for word and spell all the words of the latter, I was considered a prodigy." It was Horace Mann that discerned the prodigious waste of time and mental power on the spelling book. He said:

"In Scotland the spelling book is called the 'spell book,' and we ought to adopt that appellation here; for, as it is often used with us, it does cast a spell over the faculties of children, which generally they do not break for years, and oftentimes, we believe, never. If any two things on earth should be put together and kept together, one would suppose that it should be the idea of a thing and the name of that thing. The spelling book, however, is a most artful and elaborate contrivance, by which words are separated from their meanings, so that the words can be transferred into the minds of the pupil without permitting any glimmer of the meaning to accompany them. A spelling book is a collection of signs without the things signified, of words without sense, a dictionary without definitions. It is a place where words are shut up and impounded, so that their significations cannot get at them. Yet, formerly, it was the almost universal practice, and we fear it is now nearly so, to keep the children two or three years in the spelling book, where the minds are averted from the objects, qualities and relations of existing things, and fastened upon a few marks, of themselves wholly uninteresting."

The Boston schoolmasters gnashed their teeth when these words were uttered, but truth is a wondrous thing—the spelling book has been dragged from the pedestal it occupied.

The great publishing house of Ivison, Blakeman, Taylor & Co. have just published a series of readers that show what is before us. The ancient schoolmaster may "kick," but what is the use? The world will move. The author places *language* as the thing to be studied through the medium of the School Reader. He makes the study of the reading lesson by the pupil the study of the construction of the sentence, of the forms, meaning and derivation of the words. What will happen? other authors will follow this new lead; the make-up of our readers is from this time to be changed. Mark that! What else? The books to be used by the pupil will be four, perhaps five, in number. (1) Language book, for forms and meanings of words, penmanship, etc. (2) Information book, properties of objects, etc., history, &c. (3) World book, what we now call geography. (4) Number book, for computations. Each of these will be accompanied with suitable blank books for the pupil's use, penmanship, drawing, etc. It may be that (1) and (2) will be united.

This change will save the pupil's time and concentrate his attention on the things most useful for him to know; for example: The present plan is to lay aside all study and take up penmanship. Prof. Winthrop places a script copy before the child the first day in school. If this were rightly done in all primary schools, the advanced schools would not have to give a special season to teaching the form of the script characters.

Certain it is that the course of study must be unloaded; we must stop cramming and begin to educate.

HAND TOOLS IN SCHOOLS.

[Mr. John S. Clark, of Boston, very ably discusses in the Transcript the training of the hand in school—not the learning of trades.]

Let us look at the matter candidly and in the light of common sense. Education is supposed to be the training of youth to become self-supporting and self-respecting members of society. Like other human contrivances it should be judged by its results. Where do we look for the results of our educational training? To the youth who come out of our schools. How do we estimate the results of their educational training? Mainly by what they can do; by what they can body forth of their own individual thought or skill that is of value to others. In short, we judge the value of an educational training by its results in developing the minds of our youth on the executive side; by its results in practically attaching them to the social organism through their powers for expressing thought in exchange for the social benefits they receive.

Now thought can be expressed practically or executively only by the tongue and by the hand, the manner of its expression is limited to speech, music, writing, drawing and skill in the use of tools.

A moment's consideration of the occupations of adult life will show two broad divisions of employments, differing widely in character, and each requiring the expression of this executive thought in a manner entirely different from the other. These are the mercantile, exchange and professional employments on the one hand, requiring the expression of thought mainly by language, and the industrial employments on the other, requiring the expression of thought mainly by drawing and by the skill of the hand with tools. It will be admitted that the latter are engaging the greater part of the employed population. The clerk or book-keeper puts his educational training to express thought by language to wage-earning use immediately on entering his employment, while the mechanic has to learn an entirely different way of expressing thought before he can make his educational training of wage-earning value to him. It certainly does not seem a common-sense way of training youth to express thought in the industrial occupations to limit their educational training to the expression of thought by language; it does not seem a practical way of providing for the educational necessities of a mechanic or artisan to limit him to the educational training suitable to a clerk.

A very slight observation of the conditions surrounding our employed population will show that some of our gravest social evils arise from the great superabundance of people who know how to read, write and cipher, but are yet unable to do any skilled work with their hands.

About a year ago there was given to the pupils of the Boston and Quincy schools, as a subject for composition, the following: "What is my school doing for me?" Every one of the writers of these compositions, boy or girl, was looking to the mercantile or professional employments as suitable occupations by which to get a living, and each told with readiness and apparent pride how well his or her school training was preparing him or her for these occupations. Only one of these children, and this one a girl, so much as alluded to the possibility of getting a living by any kind of manual labor; while all were looking forward to some "gentleman" employment as clerk, book-keeper, teacher, lawyer, artist, writer, as the fitting complement of their school life—one Irish boy saying, with entire frankness that his school training was giving him a good chance to become President of the United States.

Now, as a remedy for the educational deficiency complained of, efforts are being made to face our educational training about a little, so as to secure a broader training for our youth on the executive side; in other words, to train them to express thought by *doing*, by the skilled hand as well as by language, and the introduction of instruction in the use of hand tools into the schools is, therefore, an effort in this direction.

I do not wish to be misunderstood on this point.

Instruction in hand tools does not mean teaching trades, any more than teaching arithmetic means teaching its application in the dry-goods business. Instruction in the use of such common tools as the hammer, saw, plane, chisel, gauge, file, etc., and the common tools for precision, can be so generalized as to present in a graded educational sequence, adapted to the developing capacities of our children, all the fundamental manipulations connected with our wood and metal industries. Such instruction is more intellectual and far broader in its character than any mere trade instruction—in fact, the two are widely different in character.

Instruction in hand tools, therefore, means a broader development of the executive side of our education and is, therefore, good for all. It means the training of the hand to express thought by skill as well as by language. It means the training of pupils to look upon skilled manual labor as forming as honorable a basis for citizenship as the occupations connected with trade or the professions.

For the SCHOOL JOURNAL.

TEACHER'S WORK AND WAGES.

In the JOURNAL of May 12th, Supt. Brace, of Camden Co., N. J., says: "I can say that more and better work—double the work—is done in the allotted school year than was done in 1872." The writer enjoys the opportunity of knowing Mr. Brace very well and can say that in the work of grading district schools, Mr. Brace is simply a genius, and that in his brief article the half is not told. The whole county is reduced to a system in its regular work, and in its annual examination, which, in both, unifies the schools as we have never seen it done in the multiplied class-rooms and grades of the academies and private schools of ten years ago. To say that the work is, in every way doubled, is to speak in great moderation. Mr. Brace adds: "and for a much lower rate of compensation." This is simply a statement of an existing fact, and because it is a fact, and one which touches the nerve power of the whole system, it deserves consideration. Teachers work for money just as ministers, physicians and lawyers work for it; but many a teacher can be pointed out who could get an ample living in other business, yet who continues to teach. We maintain that teachers, as a class, labor from right motives; the facts bear us to the conclusion that there is no other class of persons, professional or non-professional, who do as much "extra work" in their sphere—as much work that does not enter into the contract—and yet who make as little complaint about small pay and reduction of wages, but are we rightly dealt with? We have no sympathy with "strikes." Let us see. We live (we are told) in the nineteenth century—a time of liberal education and general intelligence. The people heartily appreciate the advantage of the public school, the State and its landed citizens furnish educational facilities without grudging and without stint. They prize our labor; they appreciate what we have done and are doing.

We rejoice in the day of better teaching and we will hold up the hands of Supt. Brace. He stands in the forefront of the wisest school reformers, and we will call upon teachers to follow his example. He has taken away the reproach from the schools in New Jersey, by starting a good work in his own county, which is felt throughout the length and breadth of the State; we call upon teachers to do their part. Let them agitate the matter. They can do it. A State that can afford to make apportionments for experimental farming, that can support criminals and paupers and various outgrowths of crime: that State can pay school teachers such salaries as will not only make them independent of charity throughout the entire year, but such as will enable them to make some provision for the future. This can be done and it will be done when teachers themselves arise in a unit and make the demand.

E. S. S.

[This is a sound truth; let the teachers discuss the matter; let them publish their views in the local papers; let them act.—Ed.]

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LESSONS IN CHEMISTRY.

There are many very interesting experiments that may be performed by the teacher. By this we mean any teacher, the women as well as the men. The writer had many experiments performed in school by one of his boys; first he showed the boy, then called on him to do the experiment in the school-room. Keep the chemicals in bottles properly labeled; explain the experiment as well as you can; put things away in a box or closet—be neat. Test tubes are cheap and convenient, also a small glass funnel.

1. Powder some loaf sugar finely in a mortar, also some potassium chlorate. Now take a teaspoonful of each and put into a bottle, shake to mix thoroughly. Place the mixture on a clean plate. Add a few drops of sulphuric acid, and a vivid combustion will occur.

2. Take some chloride of lime and stir it up thoroughly with about eight times as much water. Allow it to settle and filter off the clear liquid and put in a bottle and label it "bleaching liquid." Pour out some in a tumbler and dip in strips of calico; it will remove the color. It is used to bleach cotton cloth and its odor may be detected in the bleached cotton cloth in the stores.

3. Take some sulphur and lay it on a plate, set fire to it by using a match. Invert over it a paper box. Through a hole in the top of the box insert strips of calico or woolen cloth, or a rose, or a yellow straw. The vapor from the sulphur will remove the color. But the color returns if you put the objects in water. Hats are usually bleached in this way: a barrel is inverted over the burning sulphur and the hat put in at the top.

4. Boil a few chips of logwood in a little water so as to make a red solution; then pour into three glasses; next pour a few drops of vinegar into the second; into the third put a few drops of a solution of alum. The vinegar will cause the red to become a straw color; the alum will turn the red to black. Or take a strip of white cloth and dip one end of it in a solution of alum and the other end in vinegar; wring it nearly dry. Now put the cloth in the solution of logwood. One end will be of one color and the other of another.

5. Fill a test tube to the height of two inches with a solution of calcium chloride, then add, all at once, two inches of dilute sulphuric acid (1 of acid, 4 of water) and shake quickly. A white solid is produced from two colorless liquids.

6. Fill a test tube two-thirds full of water and add a solution of lead acetate, then add, little by little, some potassium chromate. A rich yellow solid is produced.

For the SCHOOL JOURNAL.

DO YOUR PUPILS LOVE YOU?

A child's affection is easily won. He does not recognize superiority of mind or a beautiful form, but he does feel love. Love is the great ruler—not power. The younger the child you have to deal with, the easier it is to guide it by its affections. As the mind matures, reason and good sense aid the teacher's work, but still love leads with silken cords unseen, but felt.

A school room disciplined with threats, and subdued by fear, will rebel some day. The mutiny that is concealed from the teacher's eye and kept under by restraint, will break out. A school-room ruled by love, where all things are done for the good of the pupils and with their co-operation, is the only ideal the teacher should endeavor to reach.

It is the best instance of a teacher's success when her pupils are heard to say, outside of the school: "I love Miss—so much." The letters children write are a better exponent of their teacher's power than the reports sent home every week. "Miss—is so kind and I love her." "I do love my teacher." "I like to mind my teacher, she is so good," etc., are glimpses into child hearts, that have no idea their crude attempts at letter writing serve as my text.

Love is reciprocal. To gain the affection of your pupils, your heart must first go out to them—to their wants, their feelings, their enjoyments, their little sorrows that are so great to them. As the fitness of a teacher for his work is gauged by his love for it, so his success in it is measured by his love for his pupils.

For the SCHOOL JOURNAL.

TRAINING THE MENTAL POWERS.

It is agreed that the great object the teacher must hold in view is to *educate* rather than *instruct*; he will and must instruct, but in order to educate. To educate means to strengthen the mental powers, of course he will do something for the moral and physical also, but his main effort is to strengthen the intellect. About this work of the teacher there has been a deal of vague utterance; certain things are done for "mental discipline," it is said. If exception is taken to some procedure, the teacher tells me it is for "mental discipline" and we suspend further remark, for neither he nor I know just what is meant.

The mind has certain powers or modes of acting or operating. The senses can be acted on and we get a *sensation*; to hold our thought to this sensation is *attention*; to recall a representative of a sensation is *remembering*; to obtain a general representative of a class of sensations is a *conception*; to connect these representatives by an appropriate law is the work of the *association*; to fix the mind upon one of many things is an *abstraction*; to turn back upon the train of thought and select one thought for examination is *reflection*; to connect two conceptions, as subject and predicate, is *judgment*. All these are the ways in which the mind operates.

So far as the teacher is practically concerned he may look at these as separate powers. His work is to strengthen the *attention*, the *memory*, the *conception*, *associative*, *abstractive*, *reflective* and *judging* powers. In his teaching, he must know the particular mental power he would strengthen and thus work intelligently. It is often the case that one power is used to excess, the memory is loaded down with work, and it happens too often that that power which needs strengthening is not supplied with the proper exercise; the judgment has nothing whatever to do.

1. There are certain arbitrary signs to be learned to aid the mind in retaining and expressing its thoughts—this is the office of language and numbers. To obtain a knowledge of these is a great work, but even in obtaining it, the laws of mind must be observed.

2. The teacher should classify his pupils according to the development of their minds; a pupil whoseceptive powers are weak is not to be put with one whose judgment is strong.

3. The mind acts intuitively—that is, it remembers, reflects, etc., of its own accord—the teacher furnishes the occasion.

4. The mind acquires habits—that is, by frequent repetition the power to do things involuntarily is acquired. To train the mind, the teacher must determine what power lacks strength that power, then, must be exercised. A pupil reads the line, "There the eagles are gathered together," as follows: "There the angles are gathered together." She called it carelessness and demanded it be said again. Soon that pupil read another line and miscalled another word. What is the faculty untrained? Evidently the attention; it is the forms of the words that are not attended to. Special exercises in examining the forms of words are needed. One teacher devised thirty different ways to train the attention, so as to overcome "mcalling" of words.

USES OF EGGS.—It is only, comparatively speaking, a few years ago that photographers began to use what they call albumen paper. Now in the United States alone three factories consume about 2,000 eggs a year in making that kind of paper.

EDUCATION begins the gentleman, but reading, good company, and reflection must finish him.

For the SCHOOL JOURNAL.

USING MORAL STORIES.

By J. N. DAVID.

Abstract truth is not easily apprehended by mature minds; it is almost impossible for young people to understand it at all. The first principle to guide the teacher in the use of moral stories is to bring down abstract moral truth to the concrete. There is an abundance of abstract morality, both in and out of the school-room, but not enough concrete. The story should make the truth illustrated, clear and distinct. Not like the teacher whose pupil spelled "rabbit" in order to illustrate it. To aid in pronouncing, the teacher asked "what long-eared animal runs through the briars?" and was promptly answered "a jackass." The teacher should have a clear mental perception of the truth to be taught and feel its full moral force. The minds of the pupils should be in a receptive state. No one can use these principles but a close observer of child nature.

For the SCHOOL JOURNAL.

LESSONS IN LANGUAGE.

SENTENCES TO BE CORRECTED.

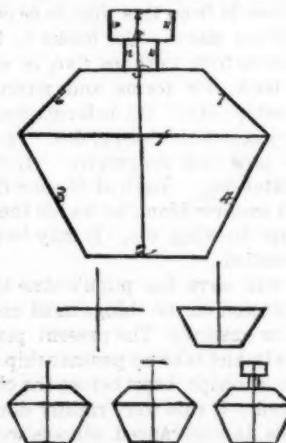
1. Five days' work are necessary to finish the house and the barn, but if it is pleasant all of next week we will put on five men on Friday and Saturday, who we will have to finish both jobs.
2. It is best to hire a man by the job rather than by the day, for they do more work for the same money.
3. There is five of us and we can help each other.
4. There was five men we met as we come along.
5. One of the men were tall, and one had on a dark suit of clothes which were not a good fit. Neither of the others were very high and two of them was very short. When these men arrives we will begin the job.
6. Neither the mason or the carpenter have put in an appearance.
7. Everybody have conspired to postpone our work and have us in a tight place.
8. 10. If every man try to faithfully do their duty, they will usually succeed and so will go forward.

For the SCHOOL JOURNAL.

LESSONS IN DRAWING.

THE ADVANCED (GRAMMAR) SCHOOL.

In teaching drawing the pupil's attention must be continually directed to the *relative* length of the lines; this will be the main effort of the teacher. For primary pupils, lessons will be given from very simple forms, where the relations are easily perceived. These lessons are constructed on the supposition that the pupils have some knowledge of drawing—can draw a right angle, bisect a line, etc. The teacher should provide the pupils with cheap unruled manila paper, a wood ruler one foot long divided into eighths or sixteenths of an inch, a piece of rubber and a pencil. He should draw the first lesson on the blackboard so as to be easily seen—say one foot in height. He will put figures on the lines. He will call attention to the copy before them and give the following directions:



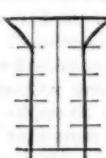
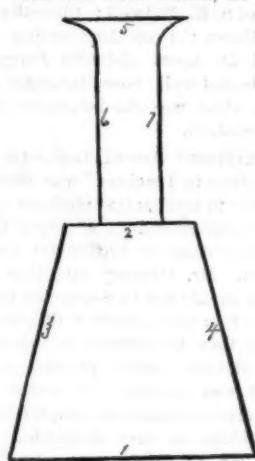
1 Draw a vertical line. Make it four inches long. [In this and other exercises when length is given, let the pupils estimate first and measure afterward; let it be accurately done].

- 2 Draw line (1) at $\frac{1}{2}$ of vertical and of same length.
- 3 Draw (2) one half of vertical.
- 4 Draw (3) and (4).
- 5 Draw (5) at $\frac{1}{2}$ of vertical; length $\frac{1}{2}$ of vertical.
- 6 Draw (6) and (7).
- 7 Draw (8); length $\frac{1}{2}$ of vertical.
- 8 Draw (9) at $\frac{1}{2}$ of vertical; length $\frac{1}{2}$ of vertical.
- 9 Draw (10) and (11).
- 10 Divide (9) into 4 parts.
- 11 Draw (12) and (13) at $\frac{1}{2}$ of (9).
- 12 Erase (1) and vertical.

The teacher should draw a series of rough sketches to indicate the method of procedure on the blackboard as seen below the copy. The pupil must get an idea of comparing the lines he draws with a fixed line—the vertical. Let the pupils draw it over and over testing the lines by the ruler to see that the proportion is accurate. Let the teacher test the pupil's lines with a ruler to see if they are of the right length. Let him question the class. What is the first line drawn? How long? What next? When? etc. Let the vertical be made 2 inches long, etc., etc. As soon as the pupil can draw accurately and neatly let him draw the copy in his drawing book.

LESSON II.

While this is marked lesson 2d it is probable that the pupils have spent several lessons over copy No. 1; let them draw upon that until they can draw it well. The copy for this lesson is as simple as No. 1, except it has two short curved lines. Let the teacher draw the copy on the blackboard with care and in accurate proportion. Let it be one foot in height. With this before him, he begins:



- 1 Draw vertical—4 inches long.
- 2 Draw (1); length $\frac{1}{2}$ of vertical.
- 3 Draw (2) at $\frac{1}{2}$ of vertical; length $\frac{1}{2}$ of vertical.
- 4 Draw (3) and (4).
- 5 Draw (5); $\frac{1}{2}$ of vertical.
- 6 Divide 5 into 4 parts.
- 7 Draw (6) and (7).
- 8 Divide (6) and (7) into 8 parts.
- 9 Draw curves.
- 10 Erase vertical.

The teacher as he gives out the directions for drawing should draw a rough sketch on the blackboard. Let him test the pupils' lines with a ruler. Let him question. What is the first line drawn? How long? What next? Where? etc., etc. When this is accurately drawn let the pupil draw the copy in his drawing book.

or the SCHOOL JOURNAL.

HOW WE CLOSED SCHOOL.

By A. E. JONES, Kansas.

While I was taking my dinner, about a dozen ladies brought and arranged in my school-room, flowers, cut and in pots, pictures, mottoes and singing birds.

The opening exercises consisted of an illustrated review of a part of compound numbers. The evening before I had brought from more than a mile away, a bushel of sawdust. I had also re-borrowed a set of dry measures. I held up the measures, one or two at a time; the name of the smaller would be given and how many times full it would take to fill the larger. In the same manner I took up fluid measure. The gill, pint and quart I had made out of old cans. Next time, I believe I will have the children make them, or, at least, show me where they should be cut off. The gallon measure I borrowed for the occasion.

Then followed long, linear and square measures. The children had previously in their regular course of instruction, with my assistance, laid out a sq. rd. on the grounds, dividing it into sq. yds. They had also drawn it on a reduced scale on their slates and on the blackboard. Next came cubic measure, illustrated by cubic inch blocks and a cubical box containing a foot. By putting in one layer of blocks and counting or computing the number used, the number needed to fill the box was easily estimated. By the use of these blocks, the reason for the rule used in estimating the contents of rectangular solids was also demonstrated.

Then followed selected readings and recitations from "Little People of Asia," a delightful book which we had been using every other week since Christmas. Both grades having failed in their arithmetic, I was forced to adopt some such plan to fill up the time, and it was the liveliest time in the day. After each one of the best readers had read one or more paragraphs from this book, I had read aloud or given them the substance in story form, they wrote what they could from memory, guided by questions on the board. This first attempt, written in lead pencil on newspaper, had the errors marked with numbers in the margin; these numbers referred to a key with which each was provided. When corrected and rewritten with ink upon better paper, they were at the close of the year bound in book form, so that each pupil might take them home to read and re-read. The parents and friends present were very much interested in the selections rendered and in my account of our work.

Following this came an exercise on pasteboard, representations of the New England, Middle Atlantic, South Atlantic and Gulf States, comprising work in the fifth grade. This proved quite a recreation to the grown folks, who, for the time, were the pupils. It is surprising how imperfect are most people's ideas of the shapes and relative sizes of the different States. Almost everyone present was surprised at the size of Kansas, his own State.

During the term, I had pupils draw these States on the board from models in their hands; at other times draw from memory until they could draw and describe the most irregular cases; again stand up and hold the pasteboard representation in one hand, and tell all they could about it—abbreviation, nickname, size, boundaries, rivers, mountains, etc. This exercise can be varied and extended.

EXAMINATION QUESTIONS.

COLLEGE OF THE CITY OF NEW YORK.—JUNE—1883.

SPELLING.

Experiment.	Thoughtless.
Rebellion.	Reprimand.
Progressive.	Majesty.
Justify.	Superior.
Thermometer.	Ruminate.
System.	Obedient.
Riotous.	Rehearse.
Priesthood.	Quarrelsome.
Ovation.	Tempestuous.
Luxury.	Likelihood.
Lazy.	January.
Signature.	Chicago.
Reluctant.	Philadelphia.
Nuisance.	Nova Scotia.
Ornament.	Idaho.

Authors now submit to have a shorter life than their own celebrity. While the book markets of Europe are supplied with the writings of English authors, and they have a wider diffusion in America

than at home, it seems a national ingratitude to limit the existence of works for their authors to a short number of years, and then to seize on their possession for ever (forever).

HISTORY.

1. Explain the origin of the name "America." What navigators discovered our Atlantic coast from Florida to the St. Lawrence? Give their nationality, date of voyage, and the part of the coast explored by each.

2. The early colonists of New England, New York, Pennsylvania, and Virginia,—state, in each instance, from what countries they came. Also, when did they come, and for what purpose?

3. Name ten cities in the United States which were places of importance in Colonial times? What have been the three most important wars fought on this continent, and what was decided by each?

4. Describe the battles of Trenton and Princeton. Show what effect they had upon the war then in progress.

5. Slavery in the United States,—when and where was it first introduced? In what states did it flourish? How was it abolished? On what occasion has the slavery question greatly agitated the country?

6. What is meant by the Federal Constitution? When and where was it adopted? What led to its adoption?

7. What presidents died in office, and who succeeded them? Name those who have served two terms. Give the dates of Madison's and Buchanan's administrations.

8. Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, John C. Calhoun, Daniel Webster, Anthony Wayne, David G. Farragut, Thomas MacDonough, Abraham Lincoln,—state concisely for what these men have been distinguished in our history.

9. What were the boundaries of the United States, as fixed by treaty, at the close of the Revolutionary War? What additions to its territory have since been made, and when and how have they been acquired?

10. When was New York city first settled, and by whom? What other names has it had? How often has it passed from the control of one power to that of another (giving the occasions and dates)? What citizens of this State have been Presidents or Vice-Presidents of the United States?

ENGLISH.

Place your card number on the top of each sheet, in the middle.

Page each sheet on the right hand upper corner. Write only on one side of the paper.

Answer each question in its order.

Time—one hour and forty-five minutes.

I.

Construct a simple sentence from the following propositions. Notice that the main proposition is the fourth:

1. I believed Thomas to be my friend.
2. I depended on him for help.
3. I had no anxiety about the future.
4. I left my home for America.
5. I left in the month of June, 1860.

II.

Correct the errors in the following sentences, and give a reason for each correction.

1. He, indeed, would be a useful policeman, that should detect all the rogues that were found in every part of the city.

2. I am the man that has protected thine infancy and have ever loved thee with parental affection.

3. There is no other measure here than this ten-foot pole.

4. We could neither find the place nor the persons by whom the goods had been concealed.

5. With the return of spring came four martins, who were evidently the same which had been bred under those leaves the previous year.

III.

Name the following sentences, but do not analyze them. Do not re-write the sentences:

1. Balmy zephyrs lightly fitting
Shade me with your azure wing.

2. "Now gentlemen," said the Captain, "I am ready for business."
3. How various, how animated, how full of interest and beauty is the scene before us!
4. He was, on the one hand, neither too much elated by the greatest prosperity; nor, on the other, was he greatly depressed by the severest misfortune.
5. People should reason themselves into good humor before they impose themselves on their friends.

IV.

The following sentence is first to be named, and the chief parts with their relation or dependence are to be pointed out. Connectives are also to be given. Analyze minutely only that part beginning with the word "whose."

"Here, do doubt, statistics of the former commerce of Salem might be discovered, and memorials of her princely merchants—old King Derby,—old Billy Gray,—old Simon Forrester, and many another magnate in his day; whose powdered head, however, was scarcely in the tomb before the mountain-pile of wealth began to dwindle."

V.

Parse the words italicized in the following sentence, being particular to give their relation or dependence. No rules are to be given:

"So when¹ an angel by divine command,
With rising tempests shakes a guilty land.
(Such as of *late²* o'er pale Britannia passed),
Calm and serene he drives the furious blast;
And *pleased³* the Almighty's *orders⁴* to perform,
Rides on the whirlwind and directs the storm."

VI.

Write a letter from the following numbered points. Take a separate sheet for it. It is to be dated from New York, addressed to Thomas Williams, and signed Allen Campbell. The body of the letter must not be less than fifteen lines, and the whole letter must be on one page. Be careful not to sign your own name. Notice that penmanship, punctuation, the use of capitals, and neatness of arrangement will be tested by this exercise.

1. The Brooklyn Bridge—the general topic of conversation.
2. Its great height—why necessary.
3. Its great length—its termini near the City Hall in each city—this fact connected with its height.
4. It is a suspension bridge—why necessary to have this kind of a bridge?
5. Facilities for crossing it.
6. Advantages it possesses over the ferry.

ARITHMETIC.

1. What is a simple number? A denominate number? Give an example of each.

What is a complex fraction? A decimal fraction? Give an example of each.

What do the numerator and denominator of a fraction respectively signify?

2. Reduce to their simplest forms the following fractions, observing to shorten the work by "cancellation" wherever possible:

(a) $\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$. (b) $\frac{4}{15}$. (c) $\frac{1}{2} \times \frac{2}{3} \times \frac{3}{4} \times 2$.

(d) $18\frac{1}{2}$ is $\frac{1}{2}$ of what number?

3. (a) Reduce to decimal fraction $1\frac{1}{4}$.

- (b) Multiply 12.04 by .0013 and give the rule for deciding how many decimal places should be in the product.

- (c) Explain the reason of that rule.

- (d) Divide 172.8 by .12.

4. Multiply $\frac{1}{2}$ by $\frac{2}{3}$, and explain the reason for the rule observed.

5. What per cent. of $\frac{1}{2}$ is $\frac{1}{4}$?

6. What is the interest of \$210.10 for 2 years, 6 months, and 16 days at 7% per annum?

7. If a man buys for cash 1000 barrels of flour at \$5.00 per barrel, and sells them at once for \$5.25 per barrel, taking in payment a note of 30 days without interest, which note he at once has discounted at a bank at 6%, how much does he gain or lose, and what per cent. on his investment?

8. What capital must be invested in 4% bonds bought at 115 in order to yield an income of \$6000?

9. What decimal fraction of a cwt. are 8 oz. 6 dr.?

10. If a box 4 feet long, 3 feet wide, and 2 feet deep will hold $3\frac{1}{2}$ bushels of wheat, what will be the price of the contents of a bin 20 feet long, 12

feet wide, and 10 $\frac{1}{2}$ feet deep, if wheat is worth \$1.10 per bushel?

GEOGRAPHY.

1. Which of the great divisions of land lies wholly in the southern hemisphere? Which are crossed by the equator? Which lie wholly in the northern hemisphere?

2. Name the states surrounding lake Michigan; those on the left bank of the Ohio; the states and territories on the Mexican border.

3. Name the waters and mountains which form the boundary between Europe and Asia, proceeding in order from the Archipelago to the sea of Kara.

4. What peninsula is separated from the mainland by the gulf of California? by the gulf of Corinth (or Lepanto)? by the bay of Fundy? by the sea of Okhotsk? by the Yellow sea?

5. State as to each of the following European cities in what country and on what river it lies.—Belgrade, Geneva, Glasgow, Hamburg, Havre, Newcastle, Pesth, Turin, Warsaw.

6. Name the countries which border upon Austria-Hungary; upon Belgium; upon Norway.

7. Mention five rivers which flow into the Arctic ocean; the largest Australian river, and its chief tributary; the great river whose mouth is on the equator.

8. To what groups do these islands severally belong, viz., Corfu, Majorca, Paros, Skye? Where are the Leeward islands? Where the Windward islands? (Give their position with reference to each other and to the neighboring continent and large islands.) What are the Philippines? Name three large islands which are crossed by the equator. To what group do they belong?

9. If it is three o'clock by the chronometer of an Atlantic steamer when it is noon by the sun, how far, in degrees, is she from the port she sailed from? To which side is she bound?

10. Why do travelers visit Florence? why Naples? Why is Rotterdam called the Dutch Venice? Where is Eddystone lighthouse?

NOTEWORTHY EVENTS.

June 13.—A famine prevailed in the Kurdish districts of Asia Minor. Many persons died from starvation, and grain was selling at six times its usual price.—The first train on the Northern Pacific road reached Helena, Montana. The track was being laid at the rate of three miles per day, with about 140 miles to the Oregon connection.—Secretary Chandler advertised for sealed proposals for the purchase of two ironclads, two iron and twenty-six wooden ships that have been condemned as unfit for further naval service.—The scientific expedition sent out in March last to observe the total eclipse of the sun at Caroline Island, in the South Pacific, returned. Prof. Edward S. Holden, of the Washington Observatory, of Madison, Wis., who was in charge of the party, reported that the weather on the day of the eclipse was perfect, and that the result is a great success. Several good photographs of the corona and spectrum were obtained. The supposed planet Vulcan could not be found.

June 13.—The Czar has commuted the death sentences of Bogdanovitch, Telaloff, and Bousavitch to penal servitude. He has reduced the life servitude of Stefanovich to eight years' imprisonment, and the sentences of the women Lisofsky and Pribyleva to four years. He has also mitigated the sentences of three others. Such is the policy of the new Czar towards the Nihilists.—It was reported from the Congo River that Henry M. Stanley had arrived at Brazzaville with 1,000 men.—The Arequipa Congress has confirmed the appointment of Senor Calderon as President of Peru.—Convict labor by contract was abolished in Pennsylvania.—Gen. Crook returned from his expedition against the Apaches, bringing nearly 300 prisoners.

June 14.—The jury in the Star Route trial returned a verdict of "not guilty." The trials have been in progress one year, and have cost the government \$125,970 in lawyers' fees. The charges against the accused men was conspiracy to defraud the Government in certain contracts for carrying the mails.—It was estimated that the revenues of the government for the fiscal year about to close will be \$10,000,000 less than during the preceding year.

June 15.—The work of freeing the slaves was reported progressing in Brazil. The Condesa de Barral e Pedro Branca gave liberty, on her birthday to forty slaves, the last she possessed, raising to about one hundred in all the number she has emancipated gratuitously. In Ceara, the headquarters of the movement, the Quixeramobim Society commenced its existence on March 25, with the emancipation of thirty-two slaves. On the 11th of the same month a society was established at Crato, when twenty slaves were freed; on the 18th the town of Pereira formed a society which is preparing to make a number of liberations. In Amazonas a bill has been brought in to vote 10,000 milreis to the Emancipation Society of Manaus, and at the opening of the library two slaves were freed.—A large portion of the business portion of Sterling, Ont., was burned yesterday. Loss \$125,000.

June 16.—In the United States District Court at Austin, Tex., opinion was delivered in a criminal suit brought under the Civil Rights act, and the Court held that the act is unconstitutional, being an infringement on the rights of the several states, and that the State tribunals alone have jurisdiction in the premises.—The Grandin Well near Baltown, Pa., was drilled into sand and yielded 25 barrels in the first hour and 55 in the second hour. It will yield from 300 to 500 barrels in the first twenty-four hours.

June 17.—A dreadful panic occurred at Sunderland, county of Durham, England, resulting in the death of 178 children.

June 18.—There was a notable panic in the lard market in Chicago involving many heavy firm-failures.

June 19.—Word was received that Prof. Nordjeekold and his Arctic exploring expedition arrived at Reykjavik, Iceland, on June 6. The party intended to start for Greenland on the 10th inst.

EDUCATIONAL NOTES.

NEW YORK CITY.

Seven boys, the youngest of whom appeared to be 11 years of age and the oldest 19, assembled in the examination room of the Board of Education one morning last week to compete for the West Point cadetship allotted to the Eleventh Congress district. Downing, 19 years of age, of 118 East 127th street, was declared the successful competitor.

THE Board of Education's Committee on By-laws have submitted a report recommending the extension of the vacation in the schools from the first to the second Monday in September. The resolution amending the by-laws so as to extend the vacation as recommended was adopted.

FOR the first time in the history of Columbia College the three departments of Arts, Mines, and Law united in one commencement last Wednesday at the Academy of Music. Abraham Valentine William Jackson and Michael Pupin delivered respectively a Greek salutatory oration and a Latin poem, and orations were delivered by Randolph Adams, Thomas John Brereton, Robert Ferguson, and John Kinsey Gore. President Barnard awarded the degrees, and exhorted the students to work individually for the welfare of the college. "In this country," he said, "an institution must not grow by public subsidies, but by private munificence. The best facilities for learning should be offered in this, the metropolis of the country. During the past two months our college has attracted more attention than at any time in her history. She should be, and I have every reason to hope that she will be, the American University of the 20th century." Of the many prizes awarded, the most important were: Fellowships in Science and Letters—Abraham V. W. Jackson, A. D. Baker, J. C. Egbert, Jr., and S. E. Stilwell; Chandler Historical Prize—W. L. Hazen; Prize Lecture ship in Political Science—Daniel De Leon. Edward Percy Lyon pronounced in simple and well chosen language the valedictory. The law class was the largest of the three, it contained 147 members.

THE MALE TEACHERS' ASSOCIATION.—On June 2, the subject of "Analysis in Teaching" was discussed. Mr. Fairchild objected to mechanical methods of teaching, by which a child understood as a parrot understands and performed operations in arithmetic without comprehending them. Mr. Gregory said that he thought that the scholars should not be compelled to go through an oral analysis of an example after they had shown by working it that they understood it. If a boy knew how to perform the more simple processes in arithmetic he knew all that was necessary or useful, but in the more advanced classes a rational comprehension of the methods used might be very desirable. It was not thought necessary to explain to a boy the philosophy of long division, but as soon as fractions were taken up some teachers seemed to think it essential to explain the meaning of the processes used. He did not believe in it. It was further to be considered that people frequently understood a thing without being able to explain it, and out of the 30 pupils who understood arithmetical process not more than five, perhaps, could formulate an explanation. Mr. Howe said that the process of analysis was frequently a burden to a child's mind. A child should be taught to first write down, when beginning a problem, a formula representing the processes to be performed, and then to follow it in the solution of the problem. He found that boys in his classes had great difficulty in analyzing a succession of processes and keeping them in their heads. A committee was appointed to attend the State Convention to be held at Lake George: Messrs. Fairchild, Ellittner, Gregory, Schaufler and Bernhard.

ELSEWHERE.

TENNESSEE.—Miss Mary Crowell won the literary prize at the Vanderbilt University over 121.

TROY.—At a meeting of the trustees of the Rensselaer Polytechnic Institute, Mrs. William Howard Harts presented the institute, as a memorial of her late husband, with \$60,000 to endow a professorship of rational and technical mechanics.

PENNSYLVANIA.—In Berks county the examinations of applicants for teachers' certificates are held at various points successively from June 7 to Sept. 7. The Pennsylvania State Teachers' Association will be in session at Williamsport July 10, 11 and 12.

MISSOURI.—The Supreme Court of Missouri has given a decision which abolishes the public kindergartens in St. Louis, with their 8,000 scholars, because the pupils

are under six years of age—the school age. This result is a serious hindrance to excellent work, which must now be carried on, if at all, by private means.

CHICAGO.—The National Exposition of Railway Appliances now open in Chicago has attracted an immense number of visitors, and yet this is but the beginning of the flood that is to pour in upon us during the next three weeks. These people come to study applied science, as it were, not only in the Exposition, but in all the manifold forms in which it is manifested in the growth of that busy and ever rapidly magnifying city. The world is a live school now-a-days, and a grand city, rightly studied, is an epitome of the world.

PHILADELPHIA.—A lad named Robert Cridland was observed, the other day, in the Chestnut Hill Consolidated School, picking a small package with a pen. An instant after a loud noise rang through the room and Robert was bounding into the air, minus two fingers and a thumb, while the Consolidated school rapidly became disintegrated. His plaything was a small dynamite cartridge, which he had found in a quarry and had put among the treasures of his pocket in order to while away the monotony of the arithmetic hour.

IOWA.—The premium list of the coming twelfth annual fair at Eldora, Hardin county, includes a great number of premiums for exhibits of school art and industries. All articles must be made and exhibited by persons not over sixteen years old, and a tag attached to the article indicating the age of the exhibitor, will be required. No entrance fee will be charged and the county superintendent will issue a circular to teachers desiring to take a part in the exhibit, indicating more specifically the nature of the work, and the manner of preparing the same.

PRESIDENT BARNARD, of Columbia College, says that it is understood that the examination of young women candidates for admission to the collegiate course of study is to begin on Sept. 25 and continue until the 29th, in rooms in the college buildings separate from those in which the young men are to be catechised. Applications on behalf of five young women have been received. One of the number lives in this city. Two are from Connecticut. He expects a great many more to apply, and some through mere curiosity. "This outside course," he adds, "is not all that the ladies asked for, but it is something to begin with. It will produce some effect, and will induce some schools to prepare young women for college."

MISSOURI.—Mr. R. W. Donnell, a wealthy banker of New York city, has liberally offered to present to the citizens of St. Joseph, Mo., the building known as the Patee House, formerly the World's Hotel, and its grounds, said to be worth \$100,000. In making this proposition Mr. Donnell's only stipulations are that the citizens of St. Joseph shall raise \$10,000 for the furnishing of the building, that the Baptists and friends of education in the State shall contribute within five years the sum of \$50,000 as a permanent endowment fund, and that the Rev. E. S. Dulin, a well known worker in educational fields and an old and intimate friend of the donor, shall be permitted to serve as superintendent of the college during the first five years or until such time as the \$50,000 endowment shall have been secured. At the expiration of that period the institution shall pass under Baptist control.

A SUMMER School of Elocution for special instruction in the philosophy of expression as formulated and taught by Delsarte, will be a welcome announcement. Moses True Brown, M.A., professor of oratory at Tufts College and special lecturer on the system of Delsarte in the National School of Oratory, Philadelphia, will conduct a session of four weeks at College Hill, Mass., beginning Wednesday, July 11, 1883. The tuition for the course will be \$15; board on College Hill may be had for \$4.50 and \$5. A week. Prof. Brown has stated his belief pointedly: "Space compels brevity. I content myself by answering in the most general terms that the Delsarte philosophy is founded in both scientific and psychologic research; and that I am confident that whoever teaches oratory as 'the consummate expression of the human soul through the body' must base his theory and practice essentially upon the philosophy formulated by Francois Delsarte."

MICHIGAN.—A new bill for compulsory attendance, and one to strengthen the teacher's institute act, have been passed by the Legislature.—Prof. W. N. Hailman, the well known author and President of the National Kindergarten Association, has resigned the principalship of the Case School, Detroit, to accept the superintendency at Laporte, Ind.—Hereafter manual labor students at Michigan College of Agriculture will be

marked for labor on a scale of ten for perfect, and any student having a standing less than four will receive no wages. Those who stand perfect will receive the maximum wages of eight cents an hour, and others between four and ten will be paid proportionately.—Michigan teachers are now required to pass examination "in physiology and hygiene, with particular reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system." There will be a keen pursuit of the study of temperance, physiology and hygiene during the three months to come among the 14,000 public school teachers of the Wolverine State, and the more than 28,000 new candidates for their places, who will put in an appearance at the summer and fall examinations.

MASSACHUSETTS.—The Harvard Annex movement was begun several years ago, by the institution of evening readings in the university, which were free to members of both sexes. Then an enthusiastic young lady took up a regular classical course under one of the professors. Next a few ladies of Cambridge combined to form a little school for the higher education of women. Its only connection with Harvard was that several professors of that institution were engaged as teachers. There were twenty-seven pupils the first year. A Cambridge lady spoke of it in jest as the Harvard Annex. The name stuck and is used even in the official reports. The corps or instructors includes thirty-nine professors and tutors in the college, a small physical laboratory has been fitted up with apparatus, a working library of about 1,000 volumes is in the building, and the university library is open to the students, with certain restrictions. Practically a college for women exists at Cambridge.

Edwin P. Seaver, superintendent of public schools in Boston, raises the question, "In what ways, if in any, can the schools be made to meet the popular demand for industrial education?" It seems that there is a strong disposition in Boston and other Eastern cities to engraft on the public school curriculum certain branches of instruction purely industrial or practical.

The 38th annual meeting of the New York State Teachers' Association will be held at Fort William Henry Hotel, Lake George, July 5, 6 and 7.—The following railroad and steamboat lines will return free (on certificate), those having paid full fare, in going. Return tickets will be good until July 25. Day line of Steamers on the Hudson; Ogdensburg and Lake Champlain Railway; Lake Champlain Transportation Co.; Adirondack R. R.; Boston, Hoosac Tunnel and Western R. R.; Lebanon Springs R. R.; Walkill Valley R. R.; Ulster and Delaware R. R.; Hartford and Connecticut R. R.; New York City and Northern R. R.; Middleburgh and Schoharie and Schoharie Valley R. R.; Cooperstown and Susquehanna Valley R. R.; Otsego Lake Steamboat Co.; New York, Ontario and Western R. R.; Fonda, Johnstown and Gloversville R. R.; Delaware, Lackawanna and Western R. R.; Utica and Black River R. R.; Rome, Watertown and Ogdensburg R. R.; Utica, Ithaca and Elmira R. R.; Seneca Lake Steam Navigation Co.; Sodus Bay and Southern R. R.; Bath and Hammondsport R. R.; Lake Keuka Steam Navigation Co.; Rochester and Pittsburg R. R.; Buffalo, New York and Philadelphia R. R.; Buffalo, Pittsburg and Western R. R.; Chautauqua Steamboat Co.; Delaware and Hudson C. Co.'s R. R. Return trip tickets to Lake George (Caldwell) and back, will be sold at half price, good until July 25 (countersigned at the convention). Members coming from other lines are advised to pay single fare to the connecting points on this line, and then buy round trip tickets for Lake George. The Troy Citizens Line of Steamers, "City of Troy" and "Saratoga," will return to New York (on certificate) members, who went by that line, for 50 cents. The Northern Central Railway, sell tickets at two cents per mile. The New York, West Shore and Buffalo Railway, (if opened in time) will sell tickets at two cents per mile.—White Mountains. Very low rates have been secured for members and their friends to visit the White Mountains, and parties will be formed having special privileges. Hotels.—Enroute. Rathbun House, Elmira; Hotel Bennett, Binghamton; Glen Mountain House, Watkins; Pavilion Hotel, Howe's Cave, two-thirds rate, or 50 cents each meal and lodging. Bagg's Hotel, Utica; Spring House, Richfield Springs; Delavan House, Albany, 75 cts.

LEARN A TRADE.—Do you know that the Jews used to make parents teach every boy some trade, and begin when he was only five years old? They said, "He who does not teach his son a trade is much the same as if he taught him to be a thief!" The Crown Prince of Germany is a good turner, his eldest son is an excellent artisan, and another son was trained in a book bindery; and the present Emperor William keeps samples of their work in his cabinet, and shows them proudly.

LETTERS.

The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things as are not be mixed with directions about subscriptions, etc. Put on a separate sheet the questions, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.

You quote from *N. Y. Tribune*, that "development of the faculties rather than the mere acquisition of knowledge, is more and more insisted on by practical thinkers." From the *London Lancet*, "that a man may be well educated, and know little or nothing." "The best intellectual organism is not that which has been most heavily charged with information but that which possesses in the highest degree, the faculty or power of finding facts at pleasure, and of using them logically and with prompt ability. A ready wit is the true sense of the term, is incomparably better than a loaded brain." I ask for information; I do not know what it means. No doubt this is easily digested and is rich nourishment for most of your readers, but I can get nothing useful out of it. I cannot understand how a man can be "well educated and know little or nothing." "Well educated" I would suppose to mean a thorough development of all the faculties of the mind, coupled with a large fund of knowledge. I suppose that the *Tribune*, and the *Lancet* wish to assert that technical training or knowledge is superior to general knowledge, that the workshop is better than the school-house. If they mean this why not say it.

[This means that the schools have made a great error by cramming rather than culturing. The "new education" proposes as its first principle that development of the faculties shall be placed first. It is supposed that as much knowledge as possible will be acquired. Technical training is not education.—ED.]

Will you kindly tell me the objections to the words in italics in the following:

1. "Send me a *dispatch*."
2. "A couple of pounds."
3. "Those people."
4. "My *every* hope."
5. "There is danger of a *drouth*."
1. According to Worcester, *dispatch* means, a message sent in haste.
2. Couple—"Two things of like kind connected or considered together."—Worcester.
4. Do we not in poetry often meet with similar expression?

FRIEND OF THE JOURNAL.

[We cannot find that we have objected to these. We do object to No. 2, however, as couple has generically the idea of pair, and two pounds usually constitute a mass. Why not say "two pounds?"—ED.]

In the JOURNAL was an article on "Ratio." In it the author gives several examples like these, "3+9, 8+18," and says, "it means how many times greater is 9 than 3." The sign of division (+) is I understand and teach it, means, divided by, hence 3+9 should be read 3 divided by 9. The ratio existing would be 1-8 instead of 3. If I am wrong I would like to be corrected. I contend that when sign of division is used, the dividend should be written and red first. E. S. RICHARDS.

[Webster's Dictionary says Ratio is "expressed by the quotient of the second divided by the first." It is a fact that some mathematical writers agree with you, but the majority and the best make the second the dividend —ED.]

If a teacher in a district school find five different readers beside the Primaries, three different classes in Arithmetic, beside class in numbers, several classes in Geography, what would be best to do? No teacher could do justice to so many classes.

Why would you hear bells, a number of miles distant when the wind blew directly from you toward them, and at no other time? M. S.

[The teacher must grade as well as teach her school. With tact, persuasion, time, the thing can be done. When parents and pupils see that she knows her business they will co-operate. Bring forward those who are behind and furnish miscellaneous work for those too advanced until all can work in fewer classes.

We don't believe there is any such fact as question 2 states. A bell and a listener might be so related to each other, as to elevation for instance, that while the surface current of air was toward the bell, the upper current was from the bell to the listener. In ordinary cases it could not be.—ED.]

I do not see how I could do without the assistance

gained from your valuable papers and books. Last winter I used 30 copies of the COMPANION as a supplementary reading for my 4th reader grade. The result was a complete revolution in reading. Pupils who had seemed indifferent were at once interested, and the reading class became the most interested instead of the dullest. We have an intelligent class of teachers in the country. I find that the teacher who takes and reads your papers, does the best work in the school-room, and in every respect is better qualified for the position.

Dade County, Mo. W. C. HAMNER, COM.

[A new view is taken of children's reading and this school officer well expresses it. If the children have fresh live reading they are filled with new ideas, the school, the teacher and the whole community feel it. We are glad to supply the demands for such reading.—ED.]

What is the cause of the change or loss of a day? In some parts of the earth, the day changes from Monday noon, at once to Tuesday noon. What causes this loss apparent of 24 hours.

M. R.

[The day here now is Tuesday noon; suppose I start now and travel west as fast as the sun, it will be Tuesday noon at all places as I come to them, will it not? "Yes," you say. Well, when I come to this place it will be Tuesday noon there? "No," you say; it will be Wednesday noon. Very good; so it will be; that shows that to get things right the name of the day must change somewhere. That place is the Pacific Ocean. If you should go in a steamboat from San Francisco to Japan at a certain time, the captain would declare (say on Tuesday noon). "It is now Wednesday noon." In sailing back to California the captain would say (suppose it were Tuesday noon) "It is now Monday noon."—ED.]

Please publish in the TEACHERS' INSTITUTE notes of J. T. Headley (historian)—is he living? Please give the names of prominent statesmen and Presidents, of the past and present, who were or are Roman Catholics. You will confer a favor, by publishing in TEACHERS' INSTITUTE a list of names of shell-wearing animals, those whose shells grow with them, also, those which shed their shells, and those that take possession of the shells of others.

[J. Joel Tyler Headley, was born in Delaware County, N. Y., in 1814; was a graduate from Union College, in 1839; was elected Secretary of State of N. Y., about 1855; and is the author of several miscellaneous works. He still lives on the Hudson river, at or near Newburgh. 2. We recall no prominent presidents or statesmen of the United States who belonged to the Roman Catholic Church. 3. The list called for, teachers can make for themselves, aided by any good text-book on the subject.—ED.]

I am teaching a small district school and there is no dictionary in the school; but the trustee has at last consented to purchase a cheap one. Will you recommend one; and tell me where to send for it. I think the INSTITUTE is just what every teacher should read, it gives me a great deal of information.

A. E. G.

[For about \$2.00 you can get an Academic Dictionary. Webster's or Worcester's—and you will get your money back many times. The idea of a dictionary is an excellent one.—ED.]

Will you please parse "sending" in the following sentence, "You will much oblige me by sending those books."

J. E. W.

["Sending" is a participle used as a noun, or it is a verbal noun, third person, singular, objective case, and governed by the preposition "by."—ED.]

"E. D. S." who inquires in the TEACHERS' INSTITUTE for April, about the Iberville River, should write to George W. Cable. He has written for the *Century* lately a history of New Orleans, and lives in that city.

New Hampshire. M. E. W.

I am sorry to say many of our teachers take little interest in their work, at least not sufficient to subscribe for an educational journal. I am much pleased with yours. Every teacher finds them full of help.

M. E. J., of Nev.

Do you know of a good work on organizing and conducting institutes?

H. L. RAYBURN, Co. Supt.

[There is no good work—one is needed.—ED.]

Our teachers are wide awake and we wonder if there are such teachers schools as you describe.

S. P. Y.

[Read the words of State Supt. Hine, of Conn., and you will wonder no longer.—ED.]

EDUCATIONAL MISCELLANY.

MYSTERIES IN AN EGG SHELL.

[From a report of an Institute Lecture by Dr. French. The object of his lecture was to lead the teachers to direct the pupils' reading into the channels of natural history. More mysteries are contained in an egg shell than in any other equal amount of matter.

The shape insures least amount of material, and secures greatest possible capacity.

The shell, which is porous, protects the contents. The inner lining to the shell excludes air and foreign matter from the egg. There are no bone material within the contents of an egg shell, the shell itself being the part from whence the lime is drawn to make the bones.

The shell contains the white (albumen) and the yolk (yellow substance). The doctor next explained many interesting features of incubation, illustrated by colored drawings.

The yolk always lies at the upper side of the egg, in consequence of its being lighter than the albumen. The dark spot called the embryo on the top of the yolk is always next the bird. The action of the embryo of an egg at the end of 36 hours is heart-like. A chick in shell was shown in the diagram. The first breath of life is taken by the chick from the air cell. The parent bird does not assist the young bird to free itself from the shell.

The little chick of 12 hours' growth has a little diamond scale at the tip of the bill, which it uses in picking at the shell to free itself.

The skeleton of the bird insures strength. The lungs of birds are very different from other animals. Birds have no diaphragms. They can breathe through the bones, but not through the quills. The breast bone of birds is very strong. He next dwelt upon the wings and plumage of birds, adaptability for flight, steering gear, the axis of the wing, the fact of its just balancing, etc.

Signs are, as a rule, mere superstitions; but there are two signs, at least, which are real.

1. When swallows fly low, it is a sign of rain.
2. When they fly high, weather will be dry.

Birds of prey can see objects at great distances.

The charts were next explained and the tongue, bill and feet of the woodpecker described.

A chart showing the homologous types created considerable interest.

FOR THE SCHOOL JOURNAL.

HONESTY AND TRUST.

How and how far should children be trusted? The advice is often heard, "Put them on their honor." We seldom get more truth and honor than we expect. How much should we expect? Recitations and examinations afford opportunity and temptation for cheating. Teachers are often deceived by the performances of pupils who seem to have a code of honor toward teachers quite different from the code which rules their relations with each other, their parents, or the world at large.

Not long ago, a graduate of a New England college printed in *The Nation* some facts gathered by him in a recent trip through the South. His business took him to the high schools and colleges. He found many of them undergoing written examinations, and was astonished to find almost total freedom from supervision or watching. In some cases no teacher was present, and when asked, teachers answered that they could trust the honor of their students and that anyone attempting to cheat would lose standing and respect among his fellows.

This is a state of things unknown at the North. No one seems to lose caste among his fellows for cheating in class, unless caught at it and thereby degraded by his teachers. Even then he as often becomes the object of pity as of contempt. The rules governing examinations, especially the Regent's examinations in N. Y. State, explicitly enjoin isolation of pupils, exclusion of visitors and the solemn written declaration of the pupils that they have neither given nor received aid. In spite of all which, everybody knows that there is more or

less cheating, and everybody accepts it as a small or at least necessary evil. Through exaggerated estimates of place, marks, promotion, over-stimulation in the race for honors, the temptation to deceive becomes too great for ordinary virtue.

The work of reform in school morals must be slow, because the evil is rooted in the traditions of the schools, and in the trade practices of society. A tradesman selling paste for diamonds is thought smart. So we have silk adulterated with cotton, soap with terra alba, sugar with glucose, and short weights and quantities everywhere. To get more than a thing is worth, to get something for nothing in trade is not thought dishonorable, and the spirit descends from the parents to the children.

The public schools do not seem equal to the task of teaching and enforcing a code of morals. Morals must rest on some religious teaching and practice, but the State does not assume to teach or enforce religion. And too many of the teachers are unqualified to teach and illustrate a code of morals. This is not saying that teachers are immoral, but that Boards of Education do not select teachers, because of high moral qualifications. The fountain of public sentiment is thus low and the stream can not rise higher. The children will not be purer than their parents and teachers.

The remedy for fraud and cheating in school is simple. The children must be educated into honesty, and that we may have teachers who can teach morality, we must have Boards of Education possessing high moral character. Let there be an end of the present system by which ward politics dictates the composition and action of School Boards. At present the best men in some localities will not consent to run for the office of School Commissioner, and thus the management of the schools falls into the hands of ignorant, greedy men, who, without modesty or shame, seek to run the schools solely in the interest of themselves and their friends. In spite of all these serious obstructions, the teachers struggle to enforce moral conduct. If the Boards were composed of good men, the teachers would have and feel power to teach and enforce a higher code of morals and honor among their pupils. Honesty and trust would become the rule. Is there not need of it?

THE COLLEGES.

PRINCETON COLLEGE.—Dr. McCosh has resigned. He speaks plainly. They have no trouble at chapel exercises, but do not have absolute decorum in the recitation room; there is evidence that the students cheat at examinations; gymnastics are carried to too great an extent; 8 or 10 in a class of 100 have their hearts in their sports; the greater part of the college newspaper is taken up with accounts of sports. A student told his Professor he had come to college not to study, but to play foot-ball. [Grand old Scotchman, he is not afraid to speak the truth. ED.]

UNION COLLEGE.—The contest between the Faculty and President Potter still rages.

STEVENS INSTITUTE.—A department to teach the application of electricity has been established.

RUTGER'S FEMALE COLLEGE.—The commencement exercises were held June 16. The Church of the Disciples was well filled, the students of the College occupying the seats immediately in front of the platform. Essays on "Woman's Work," by Miss Sadie M. Rea; "On the Threshold," by Miss F. R. Cullinworth; "Visions of Ambition," by Miss Lizzie Stackpole; "Success," by Miss Clara Lyon; "Education Compared," a French essay, by Miss Fannie Foster; "History of Poetry," by Miss L. A. Brinkerhoff; then "Past and Present," by Miss Nettie Stevens, with a valedictory. The graduates received their diplomas, the degree of A. B. being conferred on Misses J. E. Hammond, Clara E. Lyon, Lizzie E. Stackpole; that of L. B. on Misses E. A. Brinkerhoff, Fannie Foster, and S. M. Rea, and a testimonial for a partial course to Miss F. R. worth. The music by the pupils was of a high order of excellence. Rev. Dr. Burchard, the President, was affectionately greeted by the pupils; his devotion to the interests of the College are the theme of remark. Under his direction it is fast rising to a high position in the metropolis. The attendance during the year has been over 100, and the outlook during the coming year is very promising.

FOR THE SCHOLARS.

HOW NED TOOK HIS STAND.

BY EDWARD A. RAND.

On the edge of a high bank at the foot of the school-yard, sat a row of boys as wide-awake and energetic as go bare-footed in any breezy country town. There they were, perched along the edge of the bank, prim as a row of sparrows on a telegraph wire. The boys were talking about the new teacher.

"How do you like Miss Gaines?" asked Tim Barnes. "Did you speak to me, Tim?" answered Ned Ray.

"Yes."

"Well, I am not used to her yet. I can't tell."

"I can tell," piped up little Billy Toole. "I don't like her. I don't like any teacher who won't let a feller whisper once in a while but that she licks him. She uses that birch stick too often."

"And I don't like her," chimed in Harry Grace.

"Why?" asked Ned.

"Cos she makes you study."

As Harry was the dunce of the school, his frank confession met with a shout of laughter. One boy did not like her because he "guessed she had a glass eye." Another was dissatisfied, as she ought to have let him whittle in school, especially as he had a new jack-knife.

"Tim, how do you like her?" asked Ned.

"I think she is too marmish," answered Tim, giving his head a dignified, knowing shake. The fact was that the teacher had collared Tim and walked him out into the floor, because he had seen fit to aim a spit-ball at Harry Grace's nose, the missile hitting the mark squarely.

"Ha," exclaimed Ned who was disposed to take the law-and-order side in discussions about school-discipline, "ha, I rather think, we have got a good teacher, and she is going to make us mind."

The boys dissented from this but there was no opportunity for discussion as Miss Gaines had raised the window and was vigorously beating the air with her bell.

The teacher was a trim, energetic little body, with sparkling blue eyes, fair complexion and an abundance of glossy brown hair. She was not "marmish," she did not extravagantly use "the birch," she did not have "a glass eye." She was a sprightly little school-house queen, and though not a despot, intended to rule. Rule, she did. Ned liked her after knowing her, and vigorously supported her authority. Tim did not want to mind anybody, and the split between him and the teacher widened every day. A number of other malcontents took sides with Tim, and one night after school, they stopped to organize a rebellion. The grand rally was out on the edge of the bank behind the school-house. Ned chanced to linger and heard the plot.

"To-morrow morning, fellers," said Tim, who was chief spokesman and assumed a magnificent air, "to-morrow morning, the plan is for us all not to go into school when the bell rings, but stay out here on the bank. That will show the teacher who is who, and may remind her that she may go too far. Recess time, perhaps, we may go in, and perhaps not. Now, who agrees to this?"

About every hand went up. Ned's stayed in his pocket.

"Don't you mean to stay out, Ned?" asked Tim furiously.

"No."

"You going back on your school-mates?" asked Tim, showing a fine sense of honor.

"I don't see that I am going back on you more than you are going back on me. Why shouldn't you come into the school house with me as well as I stay out with you?"

"Because—because—because," said Tim trying to think of an argument, "the most of the scholars want to stay out and you count only one to go in. You ought to go with the number."

"Now you have Tim," shouted Harry Grace.

"No, he hasn't either," asserted Ned. "Take Tim out of this ring, and what would it amount to? You wouldn't do anything without Tim. Then Tim is the most there is on one side, and I am on the other, and my side is big as his. I know the girls won't go with you, and Jim Gates or ——"

"Pooh," said Tim, afraid to have Ned argue any longer, "you are trying to scare us, and we are not cowards, are we boys?"

This appeal brought out a hearty assurance from Tim's followers that they were not cowards, no, not they. They strutted round big as major generals. When Ned left, they swelled still larger, and were very

valiant. In a little while the school-grounds were entirely deserted.

Ned was not entirely at ease. He meant to do as he had said and go into school in the morning. He had taken a stand and he meant to maintain it. But it cost Ned something. He was disturbed in his thoughts during the evening, and still more disturbed in his dreams. It was not pleasant to stand out against the boys, and he dreamed often that he was occupying some place alone, and his school mates were looking at him and hissing at him. Now he was up in a pine tree alone, and the boys were below mocking him. Then he was on the school-house chimney and finally on the church steeple, the boys all there in front of the church looking up and pointing at him. He fell off from this steeple! He did not fall far. In his uneasiness, he had rolled out of bed, and a bump on the floor brought him out of his nightmare, thoroughly aroused him, and showed him that it was morning. He arose dressed himself, and after breakfast started for the Meadow Brook school-house, two miles away. He was there in excellent season, and so was Tim. When the bell rang, Ned took his seat in the school-house. So did a number of the boys who deserting Tim concluded to side with Ned. Tim had only three followers to keep him company out on the bank. The school had been opened with the usual exercises, and as Miss Gaines chanced to pass a window, she saw four boys perched on the edge of the bank. She rang the bell.

"Don't stir, boys," said Tim. "She may take a hint." Again the bell rang.

"Don't yer move," said Tim. "She may take a hint," he again suggested.

But the teacher did not take the hint at all. She took a stick and out of the school-house came flying.

"Mercy," said Harry Grace as hearing a noise, he turned toward the school-house. There was the teacher coming at full speed, brandishing a stick, and for a little woman making a good deal of commotion. The boys all rose, undecided what to do. Harry Grace, the blunderer then, and ever fated to be a blunderer, decided the matter for them. He thought he would retreat down the bank. In making his first move, he pushed against Joe Shelton, and Joe jostled Billy Simms, and Billy did as much for Tim, the ring-leader.

Tim had now shouted, "The enemy boys! Run!"

The invitation only accelerated their movements, and Harry pushed Joe harder and Joe pushed Billy harder and Billy pushed Tim harder, and over they went and down they went, rolling, tumbling, sprawling, all in a heap together. Who got to the bottom first, they could not tell, nor who got there last. They only knew that Miss Gaines was there about as quick as any of them, but she came in good order, fully armed, and laid the stick on, right and left. One by one, they scrambled up the bank, and ran into the school-house, to be greeted with derisive laughter by the school. The last arrival was Tim led in submissively by Miss Gaines. She sagaciously picked him out as the ring-leader and dealt with him accordingly. From that hour, Miss Gaines, the queen of the Meadow Brook school-house, reigned without a rebellious subject. This, though, was not the last of it. The afternoon of the day of the insubordination, a hat with a very broad brim appeared at the door. The hat belonged to a Quaker by the name of Goodman Fairweather. He was very popular with the boys, and every one liked to have his good opinion. Goodman Fairweather made a speech while in the school-house.

"Scholars, I have called to-day for a special purpose. The teacher is my niece ('Whew!' thought Tim). I have had a great desire to see thy school," he said addressing his niece, "and I want to say this to thee and thine. I wish thee, Emily, my niece, to pick out the boys and girls who have best obeyed thee, and the next Saturday, I want thee to bring them to my place. My big picnic-wagon shall be at the door of thy school-house by eight in the morning, and I warrant thee and thine that a better picnic will never be held than next Saturday. The best of my house and farm, Emily, is for thee and thine!"

"Oh-h-h!" exclaimed Tim unable to contain himself. "Silence!" demanded Miss Gaines with an air that sent a shudder through Tim.

When the Quaker left, Miss Gaines told the scholars that she would read the picnic list Friday night.

That night came. The scholars sat in suspense as the twilight deepened in the school-house. Ned's name was called and others were made happy, but alas, for one boy, there was no word uttered that had the least resemblance to "Tim."—*Scholar's Companion*.

HORRSFORD'S ACID PHOSPHATE.

AS A REFRIGERANT DRINK IN FEVERS.

Dr. C. H. S. Davis, Meriden, Conn., says: "I have used it as a pleasant and cooling drink in fevers, and have been very much pleased with it."

THE LLAMA.

This animal is very much like the camel. It has a head almost exactly like that of the camel and it also has a singular arrangement of cells in the stomach for carrying water, which enables it to go many days without drinking. The llama is not a large animal, being when full grown, but little higher than four feet. Its shape resembles that of the camel though there is no hump on the back: its feet are provided with sharp hoofs for climbing steep rocky hills and ravines. The animal is distinguished for its remarkable fleece, which sometimes grows full twelve inches long and has more the appearance of fine silk than of wool. One species of llamas is called the alpaca and the cloth or fabric made from its wool is known by the same name. Their fleece makes the llamas one of the most useful of animals. There is a characteristic of the llama which is at once very funny and very sad. This refers to its curiosity. The animal has such innocent and yet controlling curiosity that when it sees or hears anything extraordinary it will investigate it at all hazard. The hunters take advantage of this curiosity and decoy the llamas to captivity or death. The hunter will lie down on the ground and throw his arms and legs wildly about and the curious llama will approach from a great distance to make an investigation of so strange a phenomenon. On its approach it is shot by the deceptive hunter.—*Scholar's Companion*.

PERSONAL NOTES.

Mr. Geo. R. Catheart, of Ivison, Blakeman, Taylor & Co. and family have gone to Saratoga Springs.

Mr. Orlando Leach, of Leach, Shewell & Sanborn, has returned from a short business trip to Albany.

Mr. Isaac Van Houten, for fourteen years in the employ of Sheldon & Co., has resigned his position and is now engaged to represent Messrs. Ivison, Blakeman, Taylor & Co. in New Jersey. He is a gentleman of superior qualifications, popular with all persons he comes in contact with, and will not fail to be eminently successful. The firm is to be congratulated at their acquisition.

Mr. John C. Dewey, for five years with H. P. Hubbard's New Haven Advertising Agency, has accepted a similar position with H. C. Bates, of this city. Few young men are so widely and favorably known among newspaper publishers as Mr. Dewey.

Mr. W. W. Chilver, representing the Philadelphia house of Porter & Coates, in this city, has removed his office into handsome and commodious quarters at 14 and 16 Astor Place, where he will be happy to receive his customers and friends. Mr. Chilver has made many friends in this city through his universal courtesy and fair dealing.

THE PILGRIM.—The million-dollar Fall River steamer Pilgrim made her trial trip last Monday. Five hundred ladies and gentlemen, especially invited, witnessed the animated picture of the harbor and bay from three huge decks and enjoyed the bounteous hospitalities. John Roach, who built the steamer, went smiling about in the rain in a white summer suit. In the evening the vessel was again thrown open for the inspection of another throng of guests. The Pilgrim is the largest inland passenger and freight steamer in the world. She is a ship within a ship, built to float if her bottom should be stove in. She has 103 water-tight compartments and water-tight collision bulkheads. Her deck is 390 feet long, and her 912 Edison lamps are fed by ten miles of wire, and over three miles of carpet cover the floors. The grand saloon can hold 1,400 passengers without crowding. It has 108 staterooms, and there are eighty more on the gallery deck. The freight storage rooms hold fifty car loads of freight.

ROCKETS SEEN ONE HUNDRED MILES.—Several persons went to the top of High Point, one of the most prominent of the Catskill peaks and 4,400 feet above tide water, on the evening of the Brooklyn Bridge illumination, to ascertain if the fireworks on the bridge could be seen from that point. They were rewarded by seeing a number of the rockets, quite distinctly.

BOOK DEPARTMENT.

NEW BOOKS.

THE READING OF BOOKS: its Pleasures, Profits, and Perils. By Charles F. Thwing. Boston: Lee & Shepard. \$1.25.

Anything written on the subject of reading books ought to be very carefully written, because it will invariably take the form of a directory, manual, or a guide, the first thing to be avoided by the author is the expression of his opinion of works and their writers as the world's opinion of the same.

The first thing to be accomplished is assistance to young readers, and not the demolition of or laudation of literary performances. Prof. Thwing fulfills these two aims only partially. His own estimates are launched without reserve, as for instance he marks the American and English novelists with as much ease as though they were toys of so many sizes to be set up in a row. If it be true, as Mr. Thwing says, that "taste and judgment differ in nothing more than in the estimate of a work of fiction," how must we take his assertion elsewhere, that "The Marble Faun" is the greatest work of the greatest American novelist? Or the assertions, also, that Thomas Hardy is at the head of the living English novelists, close followed by Wilkie Collins and Miss Thackeray, or that Miss Phelps is easily above all living American writers of fiction, save Howells and James. The author has greatly weakened his treatise by these and similar eccentricities of judgment. In other respects there is a great deal set down about prudence in reading that we heartily ratify.

COBBETT AND HIS GRAMMAR. By Robert Waters. New York: James W. Pratt. \$1.75.

There are few grammarians who have lived up to their grammars as well as Wm. Cobbett has, that is to say, very few have exemplified and practiced their teachings so consistently in their writings. This quality of unusually pure grammar and diction is principally what gives Cobbett's works their continued existence and high standing: his subjects were in a greater part political, and therefore did not outlive the times which suggested them. The Grammar as now published is worthy the attention of educators. "It has enabled thousands who have failed to make head or tail of any other grammar to master the English language, and to speak and write it correctly." Sir Henry Bulwer Lytton speaks of it as "the only amusing grammar in the world." Hazlitt says it is "interesting as a story book;" and Mr. R. Grant White declares that he "knows it well and has read it with great admiration." "When it first appeared in England," says Mr. Waters, "ten thousand copies were sold in the first month, and it has had a steady sale in that country ever since. In Germany it has been considered worthy of an honor which has never, I believe, been conferred on any other English grammar; namely, it is printed in the original, with notes in the German language, for the use of German students."

HYMNS AND METRICAL PSALMS. By Thomas MacKellar. Philadelphia: Porter & Coates. \$1.00.

Mr. MacKellar is an elderly gentleman living at Germantown, Pa. During a long life of busy occupation, companioned with devotion to religious duties, he has written many hymns of depth and pathos well worthy a place in the hymnal. Old age gives hymns their value, and fresh, new productions of that kind have to abide the passage of years in order to be tested whether they may be enshrined or not. The present volume is most handsomely printed and bound, and would ornament any one's table or shelf.

DANIEL WEBSTER. By Henry Cabot Lodge. Boston: Houghton, Mifflin & Co. \$1.25.

The welcome that is accorded this new sketch of Mr. Webster is to be explained in the fact that he is a character much better loved than known. Information conveyed in that brief and delightful manner that has characterized the "American Statesman" series, meets the want most satisfactorily. Mr. Lodge records the important events in the eminent public life with due consideration of their relative value, and with excellent discretion. With the exception of a little too much space to the Dartmouth College case, the general treatment is eminently proportionate and just. That case having in late years lost almost its entire worth as a legal precedent, it is apt to detract from Webster's life-services to treat it as one of his greatest achievements. There are indeed, few errors in Mr. Lodge's narrative, and his method is pleasing, his facts pertinent, his train of thought continuous, his style familiar, and his omissions quite judicious. It is in brief, a most entertaining and instructive sketch of a subject which the series must of necessity have included. The follow-

ing lines recall the great man to view. "He had the most extraordinary physical gifts of face, form, and voice, and employed them to the best advantage. Thus equipped, he delivered a long series of great speeches which can be read to-day with the greatest interest, instruction and pleasure. He had dignity, grandeur and force, a strong historic imagination, and great dramatic power when he chose to exert it. He possessed an unerring taste, a capacity for vigorous and telling sarcasm, a glow and fire none the less intense because they were subdued, perfect clearness of statement joined to the highest skill in argument, and he was master of a style which was as forcible as it was simple and pure."

THE POSSIBILITY OF NOT DYING. A Speculation. By Hyland C. Kirk. New York: G. P. Putnam's Sons. 75 cents.

The problem of human destiny possesses such mysterious depths that most people attend a discussion of it with grave, mood and serious face, and so scrupulous on the subject is mankind in general that the writer or reasoner who makes bold to theorize in new directions incurs a dangerous liability of being deemed at once either a crank or an infidel, or both. Mr. Kirk, the author of the small pocket volume before us, however, deserves a far better name than either of those mentioned, for, in being led on by this ignis-fatuu of a proposition, that one's life may be indefinitely prolonged, his observations are merely those of a *curioso*,—innocent, entertaining, and suggestive, without being subtle or profound. It is a most interesting book and there has been no little ingenuity and skill displayed in its preparation.

SUCCESSFUL MEN OF TO-DAY. By Wilbur F. Crafts. New York: Funk & Wagnalls. 25 cents.

The testimony of five hundred of the most prominent men of America, on the question of success in life, has been collected by the author of this book. The information obtained comes from statesmen, generals, merchants, educators, doctors, lawyers, judges, editors, manufacturers, etc., and has been obtained with great care and diligence. The facts which the author has collected have served as texts from which he educes useful and striking thoughts and lessons, and these are given in a style so fresh and racy that the reader will never tire over the pages. It ought especially to be read by every young man in the United States. It is meant for them particularly.

HOT PLOWSHARES: A Novel. By Albion W. Tourgee. New York: Fords, Howard & Hulbert. \$1.50.

This novel completes a notable series of novels, but does it by going back to an era and a region but little exploited hitherto, and thus—while really furnishing the historical background for all the others, and intimately related to them in underlying thought—has a peculiarly fresh and novel effect of scene, of character, of incident and plot—differing not only from this author's other works but from those of any authors who have attempted to render American life. In this novel Judge Tourgee has given some fine types of character, and his touches of description are so graphic that the personality of his persons stands out clear and unmistakable, while their characteristics as developed in conversation and action grow consistently distinct as the story advances.

RAGNAROK: The Age of Fire and Gravel. By Ignatius Donnelly. New York: D. Appleton & Co. \$2.

This work consists of a chain of facts to prove a series of extraordinary theories, viz., that the Drift Age, with its vast deposits of clay and gravel, its decomposed rocks, and its great rents in the face of the globe, was the result of contact between the earth and a comet, and that the Drift-material was brought to the earth by the comet; that man lived on the earth at that time; that he was highly civilized; that all the human family, with the exception of a few persons who saved themselves in caves, perished from the same causes which destroyed the mammoth and the other great pre-glacial animals; that the legends of all the races of the world preserve references to and descriptions of this catastrophe; that following it came a terrible age of ice and snow, of great

floods while the clouds were restoring the waters to the sea, and an age of darkness while the dense clouds folded the globe. The book will, of course, encounter hostility, but whether readers believe in it or not they will find it exceedingly entertaining. To those who have read "Atlantis" by the same author, the book will be interesting, as tending to confirm the theories of that work.

NOTES.

Referring to the preparation of the forthcoming biography of Arthur Penrhyn Stanley, the *Nation* says: "With all respect for Dean Bradley, we hope it has fallen to another."

The midsummer number of *Lippincott's Magazine*, for July, will be particularly attractive. A prominent feature will be the publication, complete, of a new story by the "Duchess," entitled "Moonshine and Marguerites."

Among the noteworthy books of the season is "The Growth of a People," translated from the French of Paul Lacombe, by Dr. Lewis A. Stimson, of New York city. The work is a monument of the translator's scholarship and literary genius, and as he is but a young man no doubt the world will again hear from him.

FOR the information of those who may need to know, we would say the TEACHER'S INSTITUTE and the New York SCHOOL JOURNAL, in our opinion, are the two leading educational journals of America. Many teachers in our nation are familiar with the TEACHER'S INSTITUTE; it is widely circulated. As a monthly it is the best. It is devoted to the principles and practice of teaching. The New York SCHOOL JOURNAL is a weekly educational paper, and the oldest one too in America.—*Western Journal*.

AMONG OUR EXCHANGES.

The second volume of the famous "Surgeon's Stories" of Prof. Topelius is in press and will soon be published by Jansen, McClurg & Co., Chicago. The second volume, which is entitled "Times of Battle and of Rest," covers the period of Swedish history from the times succeeding the death of Gustaf Adolf to the reign of Charles XII., who forms the subject of the third volume.

Prof. R. B. Anderson has about completed his translation of Frederic Winkel Horn's "History of the Literature of the Scandinavian North, from the most Ancient Times to the Present." The work will be of special interest to scholars. It is the only one in literature covering the field. S. C. Griggs & Co., of Chicago, who have already done much towards arousing in English readers the present interest in the literature of Scandinavia will issue this work in the early fall.

The *Continent* is among the most welcome visitors on our exchange list; it grows more and more attractive. It now offers three prizes—of \$50, \$40 and \$25—for the best specimens of wood engraving from the members of the classes in engraving at the Philadelphia School of Design for Women. The awards will be made shortly, and some of the engravings will appear in an early issue of the magazine, in connection with a paper by John Sartain, the eminent engraver, on "Engraving as an Occupation for Young Women."

The first of the July magazines we take up chances to be *Harper's*, and from it a whole book-full of interesting articles and illustrations greet our eye. The frontispiece is an engraving, with exquisite finish, from F. S. Church's "The Witch's Daughter," and after such a sample we are sure to look for other pictures before doing anything else. Other artist work that is certain to please connoisseurs will be found in the drawings by Mr. Macbeth in the article about Hampstead Heath, London; Alfred Frederick's illustrations of Chatterton; and the various views of Cincinnati from the benches of the regular *Harper* force of engravers. The most important portions of the contents of this number are Wm. H. Rideing's "A Famous London Suburb," "The Romanoffs" by Southerland Edwards; "Olive Logan's account of Cincinnati; a poem by Robert Browning, and Mrs. Goodale's dramatic sketch, "Quite Private."

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Publishers Department.

D. Appleton & Co. announce the "Normal Music Course," by John W. Tufts and H. E. Holt. The course covers the entire field of music from the earliest efforts of little children to that of the most advanced scholars and is issued in seven volumes, in which a very great variety of harmonic combination is introduced and which serve as a preparation for all chorus work, enabling the careful student to read music of the highest order at sight. In connection therewith is a supplementary series, consisting of four books for three or four voice, introducing works of the best composers. The plan is attracting a great deal of attention among musical people, and will be an advance of anything thus far published.

On the first page of the JOURNAL will be found the announcement of Cassell & Co.'s French Dictionary, by Profs. De Lolme and Wallace, and Henry Bridgeman. We do not hesitate in saying that it is one of the best French Dictionary now in existence. It has been corrected, revised and considerably enlarged from the seventh and latest edition of the Dictionary of the French Academy, by Prof. E. Roubaud, of Paris. By writing to the publishers you will obtain specimen pages free. The Shakespeare Reading Book is also published by the same firm and consists of seventeen of Shakespeare's plays, abridged for the use of schools and public readings. Copies send by mail on receipt of advertising price.

J. H. Butler, of Philadelphia, now announces among his other publications, three important sets of text-books, i. e.: The Franklin Arithmetics, the Franklin Algebras and Worcester's New Spellers. As there is always some benefit to be derived in new ideas and a knowledge of various methods, it would be well for teachers contemplating any changes to give some attention to these books and others published by this house, or its branch establishment managed by Wm. Ware & Co., 47 Franklin street, Boston.

Mr. John R. Anderson, 68 Read street, offers in another column to exchange school books, either new or second-hand, for books suitable for school libraries or choice reading for young people, or if preferred he will pay cash for them. Mr. Anderson has a large assortment of standard works constantly on hand and we would advise our readers to correspond with him.

Our readers' attention is called to the announcement of Sower, Potts & Co., of Philadelphia. This firm publishes the Normal Educational Series; among which are Dr. Brooks' Normal Mathematical Course, Montgomery's Normal Union System of Industrial Drawing, Lyte's Book-keeping and Blanks, and many other valuable books which have stood the test for years. Many of these books have run through several editions and are used in the best schools in the country.

At the stores of Baker, Pratt & Co., 19 Bond street, New York, may be found each article in its most desirable shape and at reasonable prices—a most complete assortment of school-room supplies. Their school desk is the well-known "Triumph," or dove-tailed desk, and the blackboard articles are the very best. They keep always on hand every kind of apparatus fitted for sale for every grade of schools, and can fill any order no matter how large at very short notice.

Your attention is called to the advertisement of the Pennsylvania Educational Bureau, at Allentown, Pa. The manager has been teacher and superintendent for over twenty years, comprehends the needs of schools and teachers, has an extensive acquaintanceship with the educational public and is thereby enabled to supply schools with suitable assistants, and teachers with positions which they are capable of filling. For honesty and fair dealing we can cordially commend the agency to our readers.

Dr. J. H. Schenck, who is widely known both in and out of his profession, has issued a book on the "Diseases of the Lungs, and How They Can be Cured." This he now offers to send free, postpaid, to any who may apply for it. In its pages much valuable information may be found by those who are afflicted with any disease of the throat or lungs. Address Dr. J. H. Schenck & Son, Philadelphia.

Having been afflicted with hay-fever for years I gave Ely's Cream Balm a trial. I have had no attack since using it. E. R. Bauch, editor Carbon Co. Democrat, Mauch Chunk, Pa.

A SURE SIGN

That the people are becoming convinced of the absolute value of "Pearl's White Glycerine" for beautifying the complexion and the cure of all skin diseases, is the fact of its increasing sale. It is effective and safe and its application delightful.

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"It's too bad," muttered a Presbyterian elder from the good city of Cincinnati as he sat down with his wife to a private luncheon in Paris. "What's too bad?" asked his wife. "Why, that Bro. Benson should attend the horse races on the Longchamps last Sunday." "How shocking!" "Dreadful!" added the elder. "I would not have believed it if I hadn't seen him myself," and he folded his hands meekly and closed his eyes preparatory to saying grace.

"MARY," said he, gazing into her bright eyes, "can you tell me why you are like the weather?" "Give it up," said Mary, quite promptly. "Because," said Charley, "you are so confounded changeable, you know." "Very good," said Mary; "but can you tell me, Charley, why you are not like the weather?" Charley having failed to guess she added, "because the paper here says the weather is going to clear off." Charley looked serious, and began searching for his hat.

PARNON Jones had just concluded a long discourse, and the benediction had been pronounced, and the congregation was dispersing. Said Deacon Brown, a great admirer of the parson: "A fine sermon, and well timed too." About half the congregation had their watches out most of the time he was talking."

"WELL," remarked a young M.D., just from college, "I suppose the next thing will be to hunt for a good location and wait for something to do, like 'Patience on a monument.'" "Yes," said a bystander, "and it won't be long after you do begin before the monument will be on the patients."

A TAUNTON woman relates that she recently sat beside another woman, a stranger to her, in an Old Colony car. As the train passed Quincy the stranger pointed to the crowded burial place so near the track, and remarked in a placid tone, "I've got three of the best husbands layin' there that ever a woman had."

The World Moves.—Skill and Science Triumphant.

OUR reporter relates the following remarkable experience of one of our most reliable and substantial merchants, Deacon Stephen G. Mason. Mr. Mason says that from 1869 to 1880 he suffered terribly from frequent very severe attacks of inflammatory rheumatism. The last attack in the winter of '79 and '80 was so severe as to render him unable to take a step in four months. His physicians thought that one side of him was paralyzed, and both knees became so stiff that he could not bend them. The doctors pronounced his case incurable, leaving him in a terrible condition. He was then induced to try Hunt's Remedy, by a medical friend who told him that his whole sickness had trouble arose from kidney disease, and convinced Mr. Mason that such was the case, and after taking it six weeks was entirely cured, and is now in such excellent physical condition that neither damp weather nor wet feet affect him disagreeably. Mr. Mason says that his cure is complete, as it is more than two years since he has had the disease. "I attribute my most remarkable cure solely to Hunt's Remedy, the infallible Kidney and Liver Medicine," says Mr. Mason.—*Providence Evening Press.*

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AT THE
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July 17th to August 19th, 1882.

REPORTED BY LELIA E. PATRIDGE.

WHAT THEY SAY OF IT!

From Prof. E. V. DE GRAFF, Supt. of Schools, Paterson, N. J. Conductor of Institutes, author of "School Room Guide," etc.

I have examined the advance sheets of "Talks on Teaching," by Francis W. Parker, and find the work a remarkable one. Many insist that there is nothing new in Col. Parker's method, no new system—and he himself says he simply carries out in a rational way the fundamental principles of mental training, yet it cannot be gainsaid that if the teachers of America have known the methods used in Quincy, that is a sad reflection that they have not attained better results in teaching. I have visited the Quincy Schools and know that Col. Parker has studied deeply the history and the science of education. No person after reading one of his "Talks on Teaching," but will say, "he also understands the Science and Art of Teaching." That he has done more than any other man in this country to explain and exemplify the work of elementary teaching, to teach teachers how to teach the essential subjects, is the judgment of one who believed in the "New Departure at Quincy."

Mr. De Graff backs up this opinion by an order for 100 copies of "Talks on Teaching" for use in Institute work.

From the President of the Normal College, New York City.

I have read with close attention and deep interest the advance sheets of a work entitled "Talk on Teaching" by Col. Parker. I consider it an invaluable addition to the literature of Pedagogy. In terse, cogent, incisive and simple style, he has given expression to the best thoughts of the best educated of all times and of all countries, and stamped these thoughts with the impress of his own strong individuality. What struck me most forcibly in reading the work was the sound common sense that everywhere pervades it. Most cordially do I recommend it to my fellow teachers.

THOS. HUNTER, Ph.D.

From the President of Brooklyn Collegiate and Polytechnic Institute.

Messrs. E. L. Kellogg & Co., have submitted to me the advance sheets of Francis W. Parker's "Talks on Teaching"; from the brief examination I have made I find them full of most valuable suggestions. The work will be of advantage to teachers of every grade.

DAVID H. COCHRAN.

From Prof. JNO. KENNEDY, State Conductor of Teachers' Institutes N. Y. State.

I have examined the advance sheets of Col. Parker's "Talks on Teaching." I find the work, as I anticipated, running over with sound philosophy and stimulating suggestion. It will do a

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